GCSE History Revision

How can we revise more effectively in History?

In order to do well at GCSE History, we need to be able to know, understand and apply specific information throughout the three exam papers:

- Paper 1: Crime and Punishment, c.1000-present and Whitechapel (**10th June PM**)
- Paper 2: Early Elizabethan England (**17th June AM**)
- Paper 3: Weimar and Nazi Germany, 1918-39 (**8th June AM**)

General Revision Tips

1. Get started

Cramming at the last minute is stressful and has limited success. The earlier you start revising, the more helpful it is to your memory.

2. Make a plan

Work out how much time you have and how long you can spend on each subject/topic.

3. Create a suitable space

Find a quiet spot away from distractions and keep your things all in one place.

4. Take regular breaks

It is possible to work too hard! Your brain needs a rest to help it process information.
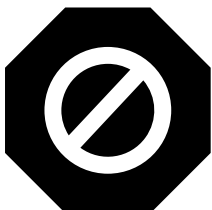
5. Revise with a friend

Talking through what you've learned can help information stick.

6. Keep healthy

Eating healthily and taking regular exercise will boost your brainpower and will help you remember more

What doesn't work

These three common revision techniques have been proven to be least effective:

- Highlighting text
- Re-reading text
- Summarising text

These methods may make you feel like you are revising, but there are much better ways of ensuring that information 'sticks' in your brain.

What does work

Flash Cards

Simply create your own revision resources using flashcards. You can write on both sides of them, colour code them or use them to quiz yourself and others. You can make a set for each topic we have studied.

How to use them in History:

- Key terms – key terms, definitions and examples
- Key events – what happened, when, where, why was it important?
- Key individuals – what did they do, what was their impact, were they significant?

Dual Coding

Dual coding means putting your knowledge into visual form alongside words.

How to use this in History:

1. Create spider diagrams or mind maps which also have little illustrations on them.
2. Turn information into storyboards with captions.
3. Create symbols to help remind you of key events (e.g. Hitler's Rise to power as a ladder, with each step being a key event)

Retrieval practice

During your exams you will need to be able to recall large amounts of information from your brain quickly. To get better at this, you need to practise! Not only will you get better at recalling information, but the information you recall is more likely to stick in your memory.

How to use this in History:

- Create quick quizzes that friends and family members can test you on.
- Create a glossary for each topic and see what words you recognise and can explain.
- Use quick quizzes on Seneca Learning (you get instant results on this!)

Deliberate practice

Set time aside to practice what you will be doing in the exam – answering exam questions. You can never practice exam questions too much.

How to use this in History:

- Revision power hour – 1. Pick a question (Google 'Edexcel History GCSE Past Papers') 2. Spend 20 minutes revising for that question 3. Spend 20 minutes answering the question 4. Use the mark scheme to mark your answer.
- Practise questions from your book, skills booklets and from revision guides.
- Ask your teacher for exam style questions (they'll have loads!)
- Ask your teacher for model answers and see what a good answer looks like.

Other revision techniques (Don't make them from scratch, ask your teacher for some!)

Knowledge Organisers
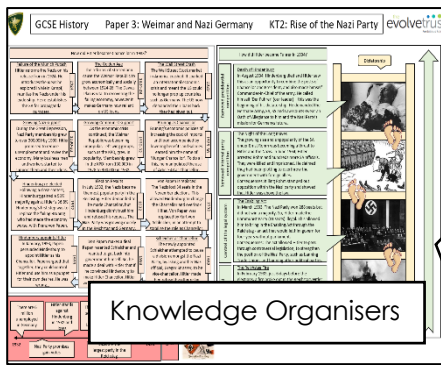
A knowledge organiser contains all the key terms, events and pieces of information in a topic. They are really useful if you get stuck during revision.
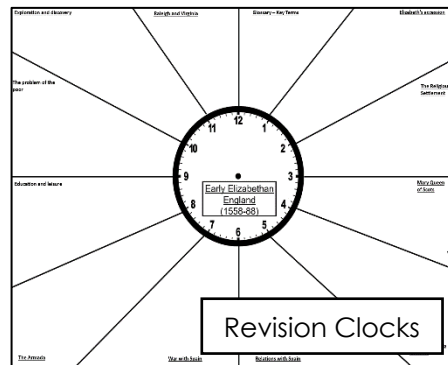
Revision Clocks

A revision clock is good to use as revision once you have finished looking at a topic. It tests what you know and can be done in timed conditions.

Key Topic Timelines
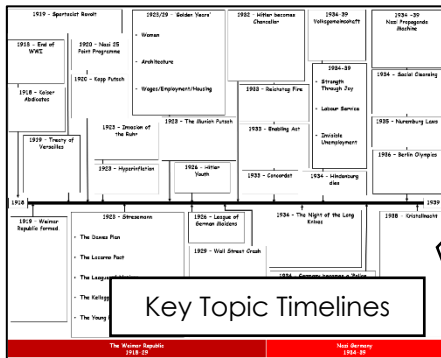
A timeline contains events chronologically in a topic. They are good to get your head around why events happened and when.
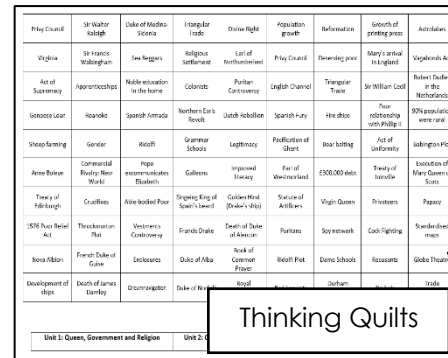
Thinking Quilts

A thinking quilt contains key terms/names from a topic. You categorise the words into what topic or event they link to using a colour key at the bottom.
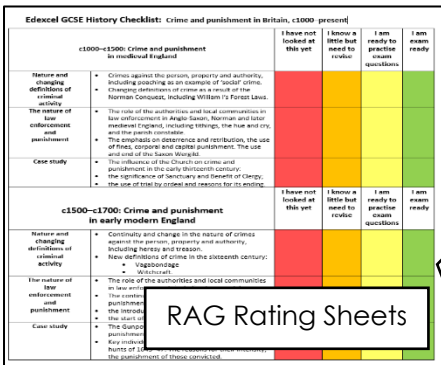
RAG Rating Sheets

RAG rating sheets allow you to assess where your current understanding is of a topic. This then allows you to fine tune your revision in your weakest areas.

Exam Skill Booklets
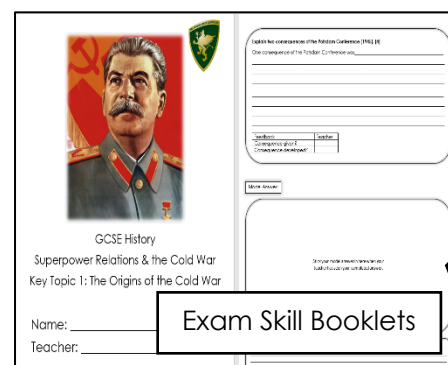
Skills booklets provide help and pointers of how to write exam style questions. They also are great at giving you exam style questions to practise with.
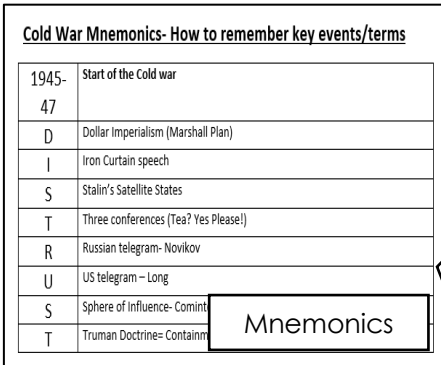
Mnemonics

Mnemonics are words or sayings that help you remember key terms. Each letter of the word refers to a key term, e.g. LAMB (land, army, money, blame)
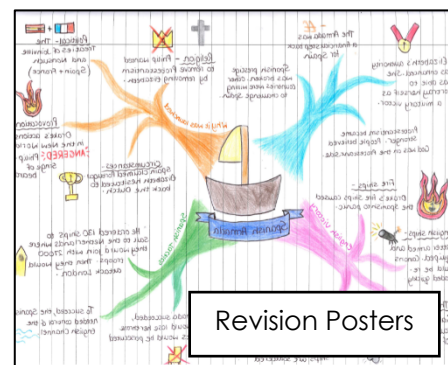
Revision Posters

Revision posters are great as they can be as creative or simple as you like. Take part of a topic and design a poster to go on a wall or door.

Practise Planning Answers
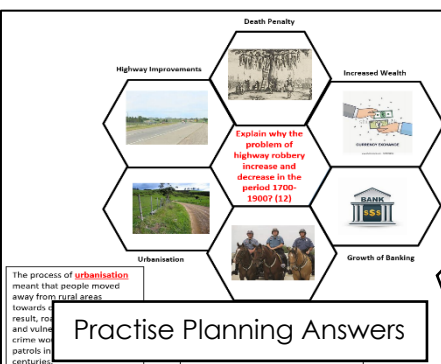
Practise breaking down exam style questions by planning what you would include in your answer. This is an important skill which is vital in the exam.

Key Term Link Up
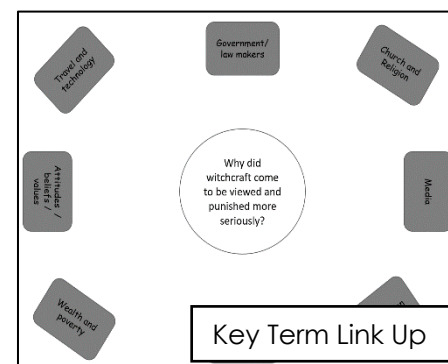
Keyword link-up tests your understanding of the topic by you making and explaining the links between words. This will help build up your vocabulary.

How to approach each question type:

Paper 1: Crime and Punishment c1000-present

'Explain one way that… was similar/different to…' [4]
Compare two different time periods. You'll be asked about a similarity or difference.
Useful phrases: "One way in which _____ was different/similar is…"
"In time period A they used…"
"Whereas/Similarly, in time period B they used…"

'Explain why…' [12]
3 PEEL paragraphs about the reasons for an event/change/threat. The paragraphs must show a link to the question and each focus on a factor that has caused change.
Useful phrases: "One reason this happened was due to *insert factor*"
"Another reason is…this is because… *insert factor*"
"A final reason is this happened was due to *insert factor*"

'How far do you agree…' [16]
A balanced answer discussing both sides of the argument with an overall conclusion. 3 PEEL paragraphs with a conclusion
Useful phrases: "Historians can agree with the statements because…"
"However, I disagree because"
"Another reason is…."
"In conclusion, I agree/disagree with the statement because…"

Paper 1: Case Study – Whitechapel

'Describe two features of…' [4]
(2 x 2 = 4 marks total)
Identify 2 features and support with evidence.
Useful phrases: "One feature was…"
"For example, …."

'How useful are Sources _ and _ for an enquiry into' [8]
Two separate COP paragraphs 1 about each source (Content, Own Knowledge and Provenance). DO NOT COMPARE THEM!
Useful phrases: "Source _ is useful for an enquiry into…"
"From my own knowledge I know that…"
"The source/author being ____ is useful/not useful because…"

'How could you follow up Source _ to find out more about…' [4]
This question requires you to study a source in further detail and see what you can follow up on in the source to find out more about the enquiry topic. This requires you to answer the following questions:
- Detail in Source _ I would follow up:
- Question I would ask:
- What type of source I could use:
- How this might answer my question:

Useful phrases: "I would follow up…"
"The type of source I could use to follow this up is…"
"The source would answer my question because…"

Paper 2: Early Elizabethan England (1558-1588)

'Describe two features of…' [4]
(2 x 2 = 4 marks total)
Identify 2 features and support with evidence.
Useful phrases: "One feature was…"
"For example, …."

'Explain why…' [12]
3 PEE paragraphs about the reasons for an event/change/threat. The paragraphs must show a link to the question.
Useful phrases: "This shows that…because…"
"Another reason is…this is because…"

'How far do you agree...' [16]
A balanced answer discussing both sides of the argument with an overall conclusion.
Useful phrases: "It is debatable whether…"
"I agree that…"
"This is shown by…"
"However, I disagree because"

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Paper 3: Weimar and Nazi Germany, 1918-39

'Give two things you can infer from Source _' [4]
Two separate inferences about the Source supported by two separate quotes
Useful phrases: "I can infer from the Source that…"
"A quote to show this is '………'"

'Explain why' [12]
3 x PEEL paragraphs (3 different explanations for the question focus) Link back to the question throughout!
Useful phrases: "One reason why…"
"Another reason why…"

'How useful are Sources _ and _ for an enquiry into' [8]
Two separate COP paragraphs 1 about each source (Content, Own Knowledge and Provenance). DO NOT COMPARE THEM!
Useful phrases: "Source _ is useful for an enquiry into…"
"From my own knowledge I know that…"
"The source/author being _____ is useful/not useful because…"

'Study Interpretations 1 & 2. What is the main difference' [4]
State what the difference is and provide a quote from each interpretation to evidence the difference
Useful phrases: "The main difference is…"
"We can see this in the language used..."

'Suggest one reason why the interpretations differ...' [4]
State why they are different in a sentence. Then link the difference to the use of the sources for evidence.
Useful phrases: "The interpretations are different about _____ as they give different weight to different sources."
"Interpretation 1 has used Source _ because ....
"Whereas, Interpretation 2 has used Source _ because…."

'How far do you agree with Interpretation 2…' [16 + 4 SPAG]

3 x PEEL paragraphs (Agree with Interpretation 2, Disagree including Interpretation 1, agree/disagree) + conclusion with a clear overall judgement
Useful phrases: "I agree with Interpretation 2 about…"
"However, using Interpretation 1 I disagree .."
"Overall, I agree/disagree with Interpretation 2.."

Exam Practise Questions

Early Elizabethan England, 1558-1588

KT1: Queen, Government and Religion

- ❖ 'Describe two features of Elizabethan society in 1558'. [4]
- ❖ 'Describe two features of the Elizabethan social hierarchy'. [4]
- ❖ 'Describe two features of the Privy Council'. [4]
- ❖ 'Describe two features of Catholic beliefs about the organisation of the Church'. [4]
- ❖ 'Describe two features of the Religious Settlement of 1559'. [4]
- ❖ 'Describe two features of Puritan challenges to the Religious Settlement of 1569'. [4]
- ❖ 'Explain why religion was a problem for Elizabeth when she became queen in 1558'. [12]
- ❖ 'Explain why Catholics abroad were a problem for Elizabeth 1558-1569'. [12]
- ❖ 'Explain why Catholics challenged the Religious Settlement of 1569'. [12]
- ❖ 'Explain why Mary Queen of Scots created a problem for Elizabeth upon her arrival in 1568'. [12]
- ❖ "Financial issues were the main cause of Elizabeth's domestic challenges between 1558-69". How far do you agree? [16]
- ❖ "The threat of invasion was the main problem Elizabeth faced when she became queen in 1558". How far do you agree? [16]
- ❖ "Elizabeth was successful in dealing with the problems she faced between 1558-69". How far do you agree? [16]
- ❖ "English Catholics represented the most significant threat to Elizabeth's Religious Settlement". How far do you agree? [16]

KT2: Challenges at home and abroad

- ❖ 'Describe two features of the Revolt of the Northern Earls in 1569'. [4]
- ❖ 'Describe two features of the Ridolfi Plot of 1571'. [4]
- ❖ 'Describe two features of the Throckmorton Plot of 1583'. [4]
- ❖ 'Describe two features of the Babington Plot of 1586'. [4]
- ❖ 'Describe two features of the Walsingham's methods of catching Catholic plotters'. [4]
- ❖ 'Describe two features of the execution of Mary, Queen of Scots in 1587'. [4]
- ❖ 'Describe two features of English involvement in the Spanish Netherlands'. [4]
- ❖ 'Describe two features of Spanish preparations for the Armada'. [4]
- ❖ 'Describe two features of Drake's raid on Cadiz'. [4]
- ❖ 'Describe two features of the Spanish plan to invade England in 1588'. [4]
- ❖ 'Describe two features of the English defence against the Armada in 1588'. [4]
- ❖ 'Describe two features of the leadership of the English fleet in 1588'. [4]
- ❖ 'Describe two features of the Spanish fleet in 1588'. [4]
- ❖ 'Explain why the Revolt of the Northern Earls took place in 1569'. [12]
- ❖ 'Explain why the Ridolfi Plot of 1571 increased tension between Protestants and Catholics.' [12]
- ❖ 'Explain why the Throckmorton Plot of 1583 was a threat to Elizabeth'. [12]

- ❖ 'Explain why Sir Francis Walsingham was effective at dealing with Catholic plots between 1573 and 1586'. [12]
- ❖ 'Explain why Philip II ordered the invasion of England in 1588'. [12]
- ❖ 'Explain why Elizabeth authorised intervention in the Netherlands between 1578 and 1588'. [12]
- ❖ 'Explain why the Spanish Armada was defeated in 1588'. [12]
- ❖ '"Political grievances were the main cause of the Revolt of the Northern Earls in 1569". How far do you agree? [16]
- ❖ "The Babington Plot was the greatest threat to Elizabeth's rule in the period 1569-86". How far do you agree? [16]
- ❖ "The execution of Mary, Queen of Scots was the main reason for the Spanish Armada in 1588". How far do you agree? [16]
- ❖ "Effective leadership was the main reason for English victory over the Spanish Armada in 1588". How far you do you agree? [16]

KT3: Elizabethan society and age of exploration

- ❖ 'Describe two features of Elizabethan pastimes'. [4]
- ❖ 'Describe two features of improvements to living standards between 1558 and 1588'. [4]
- ❖ 'Describe two features of theatre in Elizabethan England'. [4]
- ❖ 'Describe two features of Elizabethan grammar schools'. [4]
- ❖ 'Describe two features of Elizabethan universities'. [4]
- ❖ 'Describe two features of Elizabethan vagabondage'. [4]
- ❖ 'Describe two features of actions to deal with poverty in Elizabethan England'. [4]
- ❖ 'Describe two features of Drake's circumnavigation of the globe in 1577-80'. [4]
- ❖ 'Describe two features of Raleigh's Virginia settlement'. [4]
- ❖ 'Explain why theatre increased in popularity in the Elizabethan era'. [12]
- ❖ 'Explain why education became more widespread in Elizabethan England'. [12]
- ❖ 'Explain why poverty increased in the Elizabethan era'. [12]
- ❖ 'Explain why Raleigh's New World colony was unsuccessful'. [12]
- ❖ 'Explain why overseas exploration increased in the Elizabethan era'. [12]
- ❖ '"The main reason the theatre increased in popularity was the quantity of new plays produced". How far do you agree? [16]
- ❖ "Poor harvests were the main cause of poverty in Elizabethan England." How far do you agree? [16]
- ❖ "Economic factors were the main reason for overseas voyages in the Elizabethan era." How far do you agree? [16]
- ❖ "Poor location was the main reason for the failure of the Roanoke colony." How far do you agree? [16]

Crime and Punishment

[This paper also includes other question types on the Whitechapel topic, but these require you to look at sources and follow up a line of enquiry. If you want to practice these, please ask your teacher for some]

KT1: Middle Ages (1000-1500)

- ❖ 'Explain one way in which attitudes to poaching in the 11th century and the 17th century were different.' [4]
- ❖ 'Explain one way in which punishments for crimes against authority were different in the 11th century and in the 16th century.' [4]

- ❖ 'Explain one similarity between punishments that were used in the Anglo-Saxon period and in the later Middle Ages.' [4]
- ❖ 'Explain why the Normans made changes to crimes and punishments after the Norman Conquest'. [12]
- ❖ 'Explain why 'trial by ordeal' was used c1000—c1200.' [12]
- ❖ 'Explain why Anglo-Saxons used corporal punishments to deal with criminals.' [12]
- ❖ 'Explain why new crimes were created in England in the medieval period.' [12]
- ❖ "The king played the most important role in enforcing the law in the period c.1000-c.1500." How far do you agree? [16]
- ❖ "The community played the most important role in enforcing the law in the medieval period." How far do you agree? [16]

KT2: Early Modern (1500-1700)

- ❖ 'Explain one similarity between law enforcement in the later Middle Ages and the early modern period.' [4]
- ❖ 'Explain one difference between religious privileges in the medieval period and in the early modern period.' [4]
- ❖ 'Explain why vagabonds were treated as criminals in the Tudor period.' [12]
- ❖ 'Explain why 'trial by ordeal' was used c100—c1200.' [12]
- ❖ 'Explain why there changes in how criminals were punished in the early modern period.' [12]
- ❖ "In the period 1500-1700, the main aim of changes to punishments was retribution." How far do you agree? [16]
- ❖ "The most important factor in explaining witch hunts in the years c1500-c1700 was religion." How far do you agree? [16]
- ❖ "Changes in society was the main factor in changing definitions of crime in the period c.1000-c.1700." How far do you agree? [16]

KT3: Industrial (1700-1900)

- ❖ 'Explain one way in which policing was similar in Tudor England and the early 18th century.' [4]
- ❖ 'Explain one difference between the use of transportation as a punishment in the 17th and 18th centuries.' [4]
- ❖ 'Explain why the problem of highway robbery increased and decreased in the period 1700-1900.' [12]
- ❖ 'Explain why transportation was used as a punishment in the period c1600-c1850.' [12]
- ❖ 'Explain why criminal activity changed during the period c.1700-c.1900.' [12]
- ❖ 'Explain why policing in towns and cities changed during the period c.1700-c.1900.' [12]
- ❖ "The role of reformers was the main reason why prison conditions improved in the 19th century." How far do you agree? [16]
- ❖ "The government had the biggest influence on how crimes were punished during the period c.1700-c.1900.." How far do you agree? [16]

KT4: 20th Century (1900-2000)

- ❖ 'Explain one way that the system of community law enforcement in the 20th century was different from that in the 16th century.' [4]
- ❖ 'Explain one way in which the treatment of witchcraft in the period 1500-1750 was similar to the treatment of conscientious objectors in the 20th century.' [4]

- ❖ 'Explain why there were changes to criminal activity in the years c1900 to the present day.' [12]
- ❖ 'Explain why the use of capital punishment changed significantly in the 20th century.' [12]
- ❖ 'Explain why there were developments in the crime of theft in the period c.1700-present.' [12]
- ❖ "Types of crimes have not changed since the beginning of the 19th century, only the methods used to commit them." How far do you agree? [16]
- ❖ "The government had the biggest influence on how crimes were punished during the period c.1700-c.1900.." How far do you agree? [16]

Weimar and Nazi Germany (1918-1939)

[This paper includes other questions too, but these require you to look at interpretations and sources. If you want to practice these, please ask your teacher for some]

KT1: Weimar Germany

- ❖ 'Explain why the Weimar constitution could be seen as making Germany weak' [12]
- ❖ 'Explain why there was opposition in Germany to the Treaty of Versailles in 1919' [12]
- ❖ 'Explain why there was economic instability in the Weimar Republic between 1919-1923' [12]
- ❖ 'Explain why there was challenges to Weimar in 1920s' [12]
- ❖ 'Explain why Stresemann economically saved the Weimar Republic between 1923-28.' [12]

KT2: Rise of the Nazis

- ❖ 'Explain why the failure of the Munich Putsch caused Hitler to change tactics of the Nazi Party' [12]
- ❖ 'Explain why the Weimar Government lost support during the years 1929-1933' [12]
- ❖ 'Explain why Hitler became Chancellor in 1933' [12]
- ❖ 'Explain why Hitler became Dictator in 1934' [12]

KT3: Police State and Nazi Control

- ❖ 'Explain why Hitler created a police state in Germany' [12]
- ❖ 'Explain why the police state was so successful'. [12]
- ❖ 'Explain why propaganda indoctrinated Germans' [12]
- ❖ 'Explain why Hitler successfully controlled the church' [12]
- ❖ 'Explain why Hitler faced challenges from the Church' [12]

KT4: Life in Nazi Germany

- ❖ 'Explain why women were controlled by the Nazis' [12]
- ❖ 'Explain why unemployment was reduced under the Nazis' [12]
- ❖ 'Explain why Hitler was able to control the youth' [12]
- ❖ 'Explain why the Nazis faced opposition by youth groups' [12]
- ❖ 'Explain why minority groups faced persecution in 1930's' [12]